

## LADSON ELEMENTARY

3313 Ladson Road  
Ladson, SC 29456

**GRADES** PK-6 Elementary School

**ENROLLMENT** 556 Students

**PRINCIPAL** Reginald Bright 843-764-2225

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 4         | 23   | 56      | 20            | 0              |

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Average                | Excellent                 | N/A                             |
| <b>2002</b> | Average                | Excellent                 | N/A                             |
| <b>2003</b> | Average                | Average                   | No                              |
| <b>2004</b> | Average                | Below Average             | Yes                             |

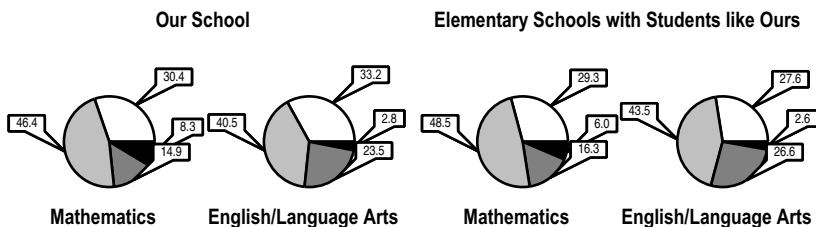
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 321   | 99.7            | 33.0                 | 40.6           | 23.6                | 2.8               | 36.8  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 164   | 99.4            | 37.0                 | 36.3           | 24.0                | 2.7               | 37.0  |                                      |  |
| Female   | 157   | 100.0           | 28.9                 | 45.1           | 23.2                | 2.8               | 36.6  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 106   | 100.0           | 23.4                 | 36.2           | 35.1                | 5.3               | 51.1  | Yes                                  | Yes                                    |
| African-American   | 194   | 99.5            | 38.3                 | 43.4           | 16.6                | 1.7               | 28.6  | Yes                                  | Yes                                    |
| Asian/Pacific Islanders  | 3   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 17  | 100.0           | 33.3                 | 33.3           | 33.3                | 0.0               | 40.0  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not disabled   | 281   | 100.0           | 28.2                 | 44.3           | 24.3                | 3.1               | 38.8  |                                      |  |
| Disabled   | 40  | 97.5            | 69.7                 | 12.1           | 18.2                | 0.0               | 21.2  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-migrant  | 321   | 99.7            | 33.0                 | 40.6           | 23.6                | 2.8               | 36.8  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 6   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 315   | 99.7            | 32.3                 | 40.8           | 24.1                | 2.8               | 37.6  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 250   | 99.6            | 37.2                 | 39.9           | 20.2                | 2.7               | 33.6  | Yes                                  | Yes                                    |
| Full-pay meals   | 71  | 100.0           | 18.5                 | 43.1           | 35.4                | 3.1               | 47.7  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 321 | 99.7  | 30.4 | 46.4 | 14.9 | 8.3  | 35.6 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 164 | 99.4  | 30.6 | 42.2 | 17.0 | 10.2 | 38.8 |     |     |
| Female   | 157 | 100.0 | 30.3 | 50.7 | 12.7 | 6.3  | 32.4 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 106 | 100.0 | 19.1 | 42.6 | 23.4 | 14.9 | 52.1 | Yes | Yes |
| African-American   | 194 | 99.5  | 38.1 | 48.9 | 8.5  | 4.5  | 23.9 | Yes | Yes |
| Asian/Pacific Islander                                   | 3   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 17  | 100.0 | 20.0 | 46.7 | 26.7 | 6.7  | 53.3 | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not disabled   | 281 | 99.6  | 26.7 | 48.2 | 15.7 | 9.4  | 38.0 |     |     |
| Disabled   | 40  | 100.0 | 58.8 | 32.4 | 8.8  | 0.0  | 17.6 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-migrant  | 321 | 99.7  | 30.4 | 46.4 | 14.9 | 8.3  | 35.6 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 6   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 315 | 99.7  | 30.0 | 46.6 | 14.8 | 8.5  | 36.0 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 250 | 100.0 | 33.5 | 46.9 | 11.6 | 8.0  | 30.8 | Yes | Yes |
| Full-pay meals   | 71  | 98.6  | 20.0 | 44.6 | 26.2 | 9.2  | 52.3 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 80  | 100.0           | 44.4                 | 37.5           | 18.1                | N/A               | 18.1                                 |
|                              | <b>Grade 4</b> | 77  | 100.0           | 35.8                 | 53.7           | 10.4                | N/A               | 10.4                                 |
|                              | <b>Grade 5</b> | 88  | 98.9            | 32.9                 | 51.3           | 14.5                | 1.3               | 15.8                                 |
|                              | <b>Grade 6</b> | 60  | 100.0           | 24.1                 | 48.1           | 25.9                | 1.9               | 27.8                                 |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 87  | 100.0           | 15.7                 | 37.3           | 42.2                | 4.8               | 47.0                                 |
|                              | <b>Grade 4</b> | 84  | 100.0           | 33.8                 | 48.8           | 17.5                | N/A               | 17.5                                 |
|                              | <b>Grade 5</b> | 69  | 98.6            | 50.8                 | 38.5           | 10.8                | N/A               | 10.8                                 |
|                              | <b>Grade 6</b> | 81  | 100.0           | 31.6                 | 40.8           | 21.1                | 6.6               | 27.6                                 |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Mathematics</b>           |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 80  | 100.0           | 27.8                 | 59.7           | 8.3                 | 4.2               | 12.5                                 |
|                              | <b>Grade 4</b> | 77  | 100.0           | 32.8                 | 50.7           | 11.9                | 4.5               | 16.4                                 |
|                              | <b>Grade 5</b> | 88  | 98.9            | 18.4                 | 64.5           | 11.8                | 5.3               | 17.1                                 |
|                              | <b>Grade 6</b> | 60  | 100.0           | 18.5                 | 40.7           | 31.5                | 9.3               | 40.7                                 |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 87  | 100.0           | 21.7                 | 62.7           | 12.0                | 3.6               | 15.7                                 |
|                              | <b>Grade 4</b> | 84  | 98.8            | 40.0                 | 47.5           | 8.8                 | 3.8               | 12.5                                 |
|                              | <b>Grade 5</b> | 69  | 100.0           | 50.0                 | 33.3           | 10.6                | 6.1               | 16.7                                 |
|                              | <b>Grade 6</b> | 81  | 100.0           | 10.5                 | 43.4           | 26.3                | 19.7              | 46.1                                 |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

|   | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 556)   |            |                       |  |                          |
| First graders who attended full-day kindergarten                                | 100.0%     | N/C                   | 100.0%                                     | 100.0%                   |
| Retention rate  | 3.6%       | Up from 0.8%          | 3.6%                                       | 2.7%                     |
| Attendance rate   | 95.3%      | Up from 94.8%         | 96.3%                                      | 96.4%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 2.8%       |                       | 6.0%                                       | 4.6%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.1%       |                       | 4.7%                                       | 3.5%                     |
| Eligible for gifted and talented  | 10.0%      | Up from 7.9%          | 7.7%                                       | 13.5%                    |
| On academic plans   | N/AV       | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV       | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 6.9%       | Down from 8.4%        | 8.9%                                       | 8.2%                     |
| Older than usual for grade  | 2.3%       | Down from 20.5%       | 1.9%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.2%       | Down from 0.6%        | 0.0%                                       | 0.0%                     |

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| Teachers (n= 36)                                    |           |                   |           |           |
| Teachers with advanced degrees                      | 44.4%     | Down from 47.2%   | 46.9%     | 51.4%     |
| Continuing contract teachers                        | 61.1%     | Down from 77.8%   | 85.2%     | 87.5%     |
| Highly qualified teachers**                         | 93.5%     | N/A               | 94.4%     | 95.0%     |
| Teachers with emergency or provisional certificates | 7.1%      |                   | 0.0%      | 0.0%      |
| Teachers returning from previous year               | 80.2%     | Up from 69.7%     | 85.3%     | 86.7%     |
| Teacher attendance rate                             | 94.3%     | Up from 92.2%     | 94.7%     | 94.9%     |
| Average teacher salary                              | \$39,306  | Down 0.5%         | \$40,191  | \$40,760  |
| Prof. development days/teacher                      | 19.1 days | Up from 15.5 days | 13.2 days | 12.4 days |

|   |           |                     |           |           |
|---|-----------|---------------------|-----------|-----------|
| School  |           |                     |           |           |
| Principal's years at school                   | 13.0      | Up from 11.0        | 4.0       | 4.0       |
| Student-teacher ratio in core subjects        | 18.1 to 1 | Down from 20.4 to 1 | 17.6 to 1 | 18.9 to 1 |
| Prime instructional time                      | 87.6%     | Up from 85.2%       | 90.1%     | 90.0%     |
| Dollars spent per pupil*                      | \$5,231   | Up 0.6%             | \$6,379   | \$6,044   |
| Percent of expenditures for teacher salaries* | 68.5%     | Up from 68.4%       | 64.9%     | 65.9%     |
| Opportunities in the arts                     | Good      | No change           | Good      | Good      |
| Parents attending conferences                 | 96.9%     | Down from 99.0%     | 99.0%     | 99.0%     |
| SACS accreditation                            | No        | No change           | Yes       | Yes       |
| Character development program                 | N/R       | N/A                 | Good      | Good      |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | 88.1%           | 92.0%               |
| Highly qualified teachers in high poverty schools** | 87.8%           | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Congratulations and many thanks to each parent, student, and staff member for helping Ladson Elementary School achieve an Average Rating on the 2003 School Report Card. We received a Silver Award from the South Carolina State Department of Education for our PACT improvement. We are proud to have everyone on our team - a team that puts children first.

As a member of the Accelerated School Project, the staff of Ladson Elementary School is unified in their commitment to the success of each child. We strive to meet our improvement goals of increasing annually the number of students scoring at the Proficient and Advanced levels on the PACT by 5% and decreasing by more than 10% the number of students scoring Below Basic. By emphasizing the basic skills as the foundation for problem-solving and critical thinking, the number of students scoring at the Basic level or above in 2003 increased by 9.6% in math. However, the number of students scoring at or above basic in ELA decreased by 7.1%. The third grade had the highest increase in math (28.4%) and the sixth grade had the highest increase in ELA (5.4%). We base our strategies and programs on the needs of our students by examining data on achievement and by researching best practices, as well as by selecting programs that are aligned with state standards. Our staff is receiving ongoing training on how to integrate the curriculum standards, how to assess at higher levels of thinking, and how to infuse inquiry and literacy into our teaching. Please help us to continue to improve our achievement by practicing math facts and reading every night with your children.

This year we were one of the few CCSD schools that was a recipient of the Cornerstone Grant. As a part of this grant we received funding to increase our guidance counselor, nurse, and mental health worker to full time positions. In addition, we were also able to fund a Student Concern Specialist. Our construction and renovation is completed. We are excited about our renewal process and invite you to come to school and let us show off our school to you. As a Title 1 school, we are anxious to plan with you how we can utilize our funds to help increase student achievement. We need the strength of your human and material resources to help us meet our goals: join PTA, visit our school, volunteer! Encourage your child to accept responsibility for his or her choices, both good ones and poor ones. Let us know how we are meeting your needs and expectations. Join us as we do our "personal best" to create a learning community in our Ladson Family and implement the Charleston Plan for Excellence.

Karen Stinson  
Chairman, SIC  
Roberta N. Papineau, Ed.D.  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 37       | 66        | 19       |
| Percent satisfied with learning environment            | 94.4%    | 92.3%     | 68.4%    |
| Percent satisfied with social and physical environment | 94.6%    | 87.5%     | 84.2%    |
| Percent satisfied with home-school relations           | 59.5%    | 87.7%     | 68.4%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.